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ABSTRACT

This handbook on guidance is one of several subject-area curriculum guides resulting from the North Carolina Department of Public Instruction's efforts to revise the "North Carolina Standard Course of Study" and to develop the "Teacher Handbook" for the competency-based curriculum. The background, overview, philosophy, and rationale of thse efforts are explained and sections are provided on thinking skills, programs for exceptional children, and notes for handbook users. The purpose and overview of the guidance curriculum is explained and four basic goals are identified as helping students to: (1) demonstrate a positive self-attitude; (2) gain life-planning skills consistent with needs, interests, and abilities; (3) develop responsible social skills; and (4) understand and appreciate lifelong learning, growth, and change. Descriptions of developmental tasks and coping behaviors are presented for early childhood, middle childhood, and adolescence in the areas of educational/career, personal/emotional, and social maturation. Anticipated learning outcomes are listed. The remainder of this guide is divided into sections by grade level (K-3, 4-6, 7-8, 9-12). Major emphases of the program are given for each section. Outlines are provided individually for each grade, K-12. The program goals are again listed for each grade and, for each goal, objectives and measures are provided at each grade level. Materials related to educational policy in North Carolina--including legislation--are appended. (NB)

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TEACHER HANDBOOK

GUIDANCE

GRADES K-12

North Carolina Competency-Based Curriculum

Division of Student Services
Support Services
in cooperation with
Instructional Services
North Carolina Department of Public Instruction

CG019044

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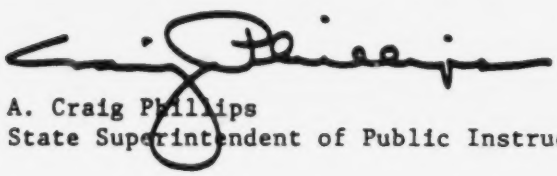
Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.



A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the

school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
   (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
   (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
   (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
   (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
   (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
   (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

a. gives reason (tells why)
b. shows similarities or differences
c. summarizes or concludes from observation of evidence
d. shows cause and effect relationship
e. gives analogy, simile, metaphor
f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

a. applies previous learning to a new situation
b. applies principle to new situation
c. applies abstract knowledge in a practical situation
d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

a. distinguishes fact from opinion
b. distinguishes fact from hypothesis
c. distinguishes conclusions from statements which support it
d. points out unstated assumption
e. shows interaction or relation of elements
f. points out particulars to justify conclusion
g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

   a. reorganizes ideas, materials, processes
   b. produces unique communication or divergent idea
   c. produces a plan, proposed set of operations
   d. designs an apparatus
   e. designs a structure
   f. devises scheme for classifying information
   g. formulates hypothesis, intelligent guess
   h. makes deductions from abstract symbols, propositions
   i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

   a. evaluates something from evidence
   b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building
Raleigh, NC 27611

Guidance

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

GUIDANCE

PURPOSE AND OVERVIEW

Introduction

The guidance section of the competency-based curriculum places priority on the cognitive and affective concerns of student development. This developmental curriculum is presented as a resource and support for all other curricular content areas. Specifically, it is designed to assist all school personnel in meeting the many educational and personal needs of the young people of North Carolina. Any professional person, especially teachers in the classroom, should be able to use this document to respond to the complex world of student development. It may be used with students of all levels of ability and background in helping them move forward through the educational process in a healthy, productive, and enjoyable manner.

The four goals of the competency-based curriculum for guidance are to help students:

1. Demonstrate a positive attitude toward self as a unique and worthy person.

2. Gain life-planning skills that are consistent with needs, interests, and abilities.

3. Develop responsible social skills and an understanding and appreciation of being a contributing member of society.

4. Demonstrate an understanding and appreciation of the life-long process of learning, growing, and changing.

These four goals provide a foundation at each grade level for objectives which define in a specific fashion the essence of each goal statement. There are multiple objectives for each goal at each grade level. Following these objectives are developmental activities that are practical and measurable and can be used by all school personnel in helping teachers and parents meet the four goals of this competency-based curriculum.

Rationale

The world in which young people find themselves is a complex, sometimes confusing, state of affairs. Young people are caught within a massively changing culture where they are exposed to a multitude of trends, values, and ways of living. There are overwhelming cultural influences that appeal to the more undisciplined part of their personalities. We can no longer assume as parents and educators that our young people are going to be free from negative influences which may retard healthy development. We can no longer count on students having a healthy family life, nor can we assume that all their peers will be healthy influences on their lives. However, as we have experienced the political, intellectual, and social events of the last twenty years and have examined research on young people, we have gained a clearer understanding of the developmental tasks associated with the young person. As a result, we have begun to incorporate these discoveries into school programs that meet student needs. As educators and parents, seek new opportunities to better understand, work with, and care for adolescents in our society. This guidance document is dedicated to this endeavor.

Philosophy

The guidance curriculum focuses primarily on the affective and cognitive development of students at all grade levels and is appropriate for all students who are engaged in the educational process in the public schools of North Carolina. The goals of the guidance curriculum, as stated above, are defined within a developmental framework and are presented in a sequential, orderly manner which offers school personnel the opportunity to program developmental education within the structure of the total educational enterprise. Affective developmental education is generally concerned with social roles, coping behaviors, and developmental tasks. These developmental dimensions are a part of the broad educational process which extends from the earliest months of infancy to the declining years of old age. This structure of developmental affective education aids young people in successive approximations of self-understanding and self-management by helping them to evaluate their assets and liabilities in relation to the progressively changing life goals required in societal and vocational endeavors. It is essential that school personnel provide educational programs that enhance and support student progress toward healthy development. In this developmental philosophy, educators respond to the inherent human tendency to move in directions that can be described as growth, health, adjustment, socialization, self-realization, independence, and autonomy. The healthy and full development of the student becomes apparent in her/his expansion of interests, broadening personal relationships, and functioning in school and society in a productive and meaningful manner. To aid students in coping with the rapidly changing world, emphasis is placed upon developing a positive idea of self-worth, developing those skills required to adapt to differing forms of environmental contact, understanding those life-planning skills necessary to make valid decisions, and being made aware that learning does not end with graduation from school, but continues throughout life as an important daily activity designed to better prepare the individual to cope with growth and change.

Below are approximations of the student maturation process described at various grade and age intervals. Descriptions of developmental tasks and coping behaviors are presented to specifically define the developmental philosophy of guidance. While the tasks are sequential, and ordered along the lines of approximation, they should be considered in a broad developmental context as they do not necessarily apply to every child.

Early Childhood (Ages 5-10)

1. Educational/Career Maturation

   a. Develop an understanding of the physical world.
   b. Learn to relate one's self to her/his total environment including the world of work.
   c. Develop conceptual abilities to begin to understand casual relationships.
   d. Cultivate initiative, industry, and the motivation required to learn and to achieve.
   e. Learn to choose activities commensurate with abilities and interests.
   f. Learn about making decisions, recognizing choices, and solving problems.

2. Personal/Emotional Maturation

   a. Achieve an appropriate emotional pattern of dependence/independence.
   b. Achieve a pattern of autonomy and assume responsibility for self.
   c. Develop a positive self-image and a sense of self-identity.
   d. Learn self-control and learn to respond appropriately to emotions.
   e. Develop basic attitudes of trust and confidence.
   f. Understand the need to respect authority.
   g. Establish a personalized set of rules for conduct.
   h. Learn to accept and manage a changing body and to perfect new motor patterns.
   i. Recognize and develop personal abilities and talents.

3. Social Maturation

   a. Adjust to less personal attention from significant adults.
   b. Learn to interact with peers and look to them as well as to adults for identification.
   c. Become more knowledgeable about similarities and differences between the sexes and cultivate a healthy sexual identification.
   d. Build social skills and to relate to changing social groups.
   e. Learn an appropriate giving/receiving pattern of affection.
   f. Learn to be tolerant of people of different races and religions.
   g. Undertake cooperative enterprises.

h. Develop an appropriate symbol system for describing and understanding social and physical reality.

Middle Childhood (Ages 10-14)

1. Educational/Career Maturation

   a. Continue to explore and increase an understanding of the physical world and the world of work.
   b. Examine careers in line with her/his abilities and interests.
   c. Develop further a sense of initiative, industry, and the motivation to learn and to achieve.
   d. Increase the ability to advance from concrete to abstract concepts.
   e. Increase the ability to trace the more general to the specific.
   f. Learn to explain and to clarify more complex concepts.
   g. Incorporate learning into the gestalt of living.
   h. Continue to select activities commensurate with her/his abilities and interests.
   i. Personalize methods of making decisions.
   j. Increase the ability to recognize and solve personal problems.

2. Personal/Emotional Maturation

   a. Increase feelings of autonomy and independence.
   b. Assume responsibility for personal conduct.
   c. Continue the development of a sense of self-identity and positive self-image.
   d. Continue to formulate a set of values and an ethical system which serve as a guide to behavior.
   e. Learn to take charge of the expression of emotions.
   f. Reorganize thoughts and feelings about her/himself in the face of significant body changes.
   g. Accept and manage the results of changing motor patterns.
   h. Understand and cope with sexual development and psychosexual drives.
   i. Further develop her/his unique abilities and talents.

3. Social Maturation

   a. Learn to relate to more varied social groups.
   b. Become more involved in interactions with other people.
   c. Become more aware of roles in interpersonal relationships.
   d. Cultivate an identification with members of the same sex.
   e. Cultivate relationships with members of opposite sex.
   f. Continue to learn tolerance for people of different races and religions.
   g. Refine social skills and achieve socially responsible behavior.
   h. Assume more responsibility at home and school.
   i. Undertake cooperative enterprises.

j. Achieve an appropriate giving/receiving pattern of affection.
k. Refine verbal and written powers of communication.

Adolescence (Ages 14-18)

1. Educational/Career Maturation

   a. Continue exploring and understanding the environment and the world of work.
   b. Assess needs, interests, capacities, values, and opportunities and apply them when making a career choice.
   c. Choose a career commensurate with her/his abilities and interests.
   d. Begin preparation for an economic career.
   e. Prepare for marriage and family life.
   f. Learn to distinguish between reality and fantasy.
   g. Achieve a high level of reasoning and learn to make logical conclusions.
   h. Further develop personal industry and motivation.
   i. Further mature in the ability to make decisions and solve problems.

2. Personal/Emotional Maturation

   a. Establish her/himself as an independent individual.
   b. Develop a sense of self-identity.
   c. Mature in the ability to adjust to the demands of life.
   d. Achieve a balance between intimacy and isolation.
   e. Acquire a set of values and an ethical system which serve as a guide to behavior.
   f. Refine motor patterns.
   g. Accept her/his physique.
   h. Prepare to accept the role of being a responsible citizen in the community.
   i. Continue to recognize and develop her/his personal abilities and talents.

3. Social Maturation

   a. Achieve new and more mature relations with peers of both sexes.
   b. Learn to build strong mutual bonds with both sexes.
   c. Further refine social skills.
   d. Work toward achieving a satisfactory role in society.
   e. Examine social change as it affects values, morals, attitudes, and beliefs.
   f. Cultivate the desire and motivation to exhibit socially responsible behavior.
   g. Be understanding and tolerant of human behavior.
   h. Develop an understanding of parents' and other adult's views.
   i. Improve her/his verbal and written powers of communication.

LEARNING OUTCOMES

The anticipated learning outcomes in grades K-12 are such that a student will demonstrate:

1. A positive attitude toward self as a unique and worthy person.

2. Life-planning skills that are consistent with her/his needs, interests, and abilities.

3. Responsible social skills and an understanding of being a contributing member of society.

4. An appreciation and understanding of the lifelong process of learning, growing, and changing.

GRADES K-3

Major Emphases

The major emphases for students in grades K-3 will be to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students will develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They will understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community. Emphasis will also be placed on self-control, individual effort, study skills, and the value of the learning process.

Grade K Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Describe how s/he is alike as well as different from others.

   1.2 Verbalize a personal trait or behavior that s/he likes about self.

   1.3 Recognize words that express feelings.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Recognize the diverse world of work.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Learn the rules for participating in group discussion.

   3.2 Demonstrate knowledge of the importance of following rules for group discussion.

   3.3 Learn effective listening skills.

   3.4 Recognize the importance of working together in a group.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Adjust to the school environment.

   4.2 Recognize the importance of self-control.

   4.3 Understand the importance of good health needs.

GUIDANCE

Grade Level: K Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Describe how s/he is alike as well as different from others.	1.1.1 Participate in a discussion on individual likenesses and differences. This discussion follows an activity in which individual characteristics are read to the class and the students selects those which apply.
	1.1.2 Share two special talents s/he possesses after viewing the filmstrip, "The Hunt for Special Talents" (Lollipop Dragon).
	1.1.3 Guess who was being described after the teacher unobtrusively describes a particular child.
1.2 Verbalize a personal trait or behavior that s/he likes about self.	1.2.1 Complete the statement, "I'm glad I'm me because . . . ."
	1.2.2 Pantomime two things s/he does well.
	1.2.3 Use a magnet on the end of a line attached to a stick or ruler to "fish" for paper fish with paper clips attached. Upon catching a fish, answer the question written on the back, e.g., "What do you like to do?", "I'm good at . . . ."
1.3 Recognize words that express feelings.	1.3.1 Draw and discuss feeling faces. Share a time s/he felt that way.
	1.3.2 Identify feelings evoked by listening to several musical selections.
	1.3.3 Draw a feeling face on a balloon. Share the story behind the face with the class.

GUIDANCE

Grade Level: K

Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Recognize the diverse world of work.	2.1.1 Choose an object from a bag and tell what job it could represent.
	2.1.2 Name the occupations of all the characters in a relevant story.
	2.1.3 Name novel jobs presented in career posters.

GUIDANCE

Grade Level: K Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives		Measures	
3.1	Learn the rules for participating in group discussion.	3.1.1	List four rules for group discussion presented in the story, "Under Water Problem Solvers" (DUSO I).
		3.1.2	Name all appropriate rules for group discussion.
3.2	Demonstrate knowledge of the importance of following rules for group discussion.	3.2.1	Name three consequences of not following rules.
3.3	Learn effective listening skills.	3.3.1	Identify six sounds/places heard on a tape from the TAD kit (Amer. Guid. Assoc.).
3.4	Recognize the importance of working together in a group.	3.4.1	Give reasons for cooperation.

GUIDANCE

Grade Level: K

Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives	Measures
4.1 Adjust to the school environment.	4.1.1. Discuss and name three rules in the school handbook.
	4.1.2 Tour the school. Explain how to get to the restroom, cafeteria, media center, as well as other important places.
	4.1.3 Share good things that happen at school in a group situation.
4.2 Recognize the importance of self-control.	
4.3 Understand the importance of good health habits.	4.3.1 Demonstrate the appropriate way to brush her/his teeth and wash her/his hands.
	4.3.2 Recognize the school nurse and health aide and identify ways they can be of help.

Grade 1 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Describe how s/he is alike as well as different from others.

   1.2 Verbalize a personal trait or behavior that s/he likes about self.

   1.3 Recognize words that express feelings.

   1.4 Recognize that strengths and weaknesses are human characteristics.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Recognize that the world of work is diverse.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Learn the rules for participating in group discussion.

   3.2 Demonstrate knowledge of the importance of following rules for group discussion.

   3.3 Learn effective listening skills.

   3.4 Recognize the importance of working together in a group.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Adjust to the school environment.

   4.2 Recognize the importance of self-control and individual responsibility.

   4.3 Demonstrate knowledge of the importance of learning.

GUIDANCE

Grade Level: 1 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Describe how s/he is alike as well as different from others.	1.1.1 Make her/his fingerprints and compare them with three other children. Point out differences in fingerprints. Include in the "All About Me" folder.
1.2 Verbalize a personal trait or behavior that s/he likes about self.	
1.3 Recognize words that express feelings.	1.3.1 Use a large paper feelings wheel and act out feelings that the wheel lands on.
	1.3.2 Name four feelings after viewing the filmstrip Circle of Feelings from Focus I. Discuss.
	1.3.3 Make two pipe cleaner people that depict a feeling.
1.4 Recognize that strengths and weaknesses are human characteristics.	1.4.1 Recognize and relate one mistake made in Puppet Activities I-C and I-D--"Nobody's Perfect" and "People Make Mistakes" (DUSO I).
	1.4.2 Name two newly acquired skills such as bicycling and skating. Focus on the mistakes made during the learning process.
	1.4.3 List and discuss the series of mistakes made in the filmstrip, Ernie Learns to Skate (Sesame Street: Life Skills Series).

GUIDANCE

Grade Level: 1 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Recognize that the world of work is diverse.	2.1.1 Depict job categories by making posters with pictures from magazines. Using long strips of butcher paper with one topic per sheet (indoor workers, outdoor workers, people that work with things/people), work in groups showing her/his job category.

GUIDANCE

Grade Level: 1 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives	Measures
3.1 Learn the rules for participating in group discussion.	3.1.1 As a class collectively list a minimum of four rules needed to insure orderly class discussions.
	3.1.2 Help to put up a bulletin board illustrating class/school rules.
3.2 Demonstrate knowledge of the importance of following rules for group discussion.	3.2.1 Collectively list, with her/his class, at least five reasons for following directions in groups after discussing the story, "Come Together" (My Friends and Me, Activity #2).
	3.2.2 Demonstrate through role playing what ineffective adherence to rules would be like. Follow with discussion.
3.3 Learn effective listening skills.	3.3.1 Demonstrate the ability to listen as evidenced by following a sequence of directions. The class will see if s/he follows them correctly, e.g., stand up, turn around three times, go to the door, close the door.
3.4 Recognize the importance of working together in a group.	3.4.1 Role play five situations in which one might share, e.g., mother's time, toys.
	3.4.2 List five reasons sharing is important; Activity 185 "on sharing" from the My Friends and Me kit.

GUIDANCE

Grade Level: 1 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives		Measures	
4.1	Adjust to the school environment.	4.1.1	Learn about school support personnel and be able to name at least four people in this category.
		4.1.2	Describe three things s/he likes most about school.
4.2	Recognize the importance of self-control and individual responsibility.	4.2.1	Give three examples of practicing and not practicing self-control; participate in Puppet Activity IV-B (DUSO I) and discuss.
4.3	Demonstrate knowledge of the importance of learning.	4.3.1	List six reasons for going to school and give hypothetical cases in which learning is needed.
		4.3.2	Make a list of the things s/he can do, things s/he likes to do, and what s/he can do to achieve goals (Life Skills K-3).

Grade 2 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Discuss and share feelings about self.

   1.2 Discuss situations that cause a variety of behaviors.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Recognize the diverse world of work.

   2.2 Describe ways that basic skills are used at home and at work.

   2.3 Understand how s/he relies on basic skills to satisfy needs.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Demonstrate the ability to share and work cooperatively on group tasks.

   3.2 Learn how to develop effective interpersonal relationships.

   3.3 Demonstrate the capacity to follow instructions and complete assignments.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Demonstrate knowledge of the importance of learning.

   4.2 Demonstrate the ability to work independently.

   4.3 Demonstrate the capacity to follow instructions and complete assignments.

Grade Level: 2 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Discuss and share feelings about self.	1.1.1 Finish the statements "I feel good about myself when . . . ." and "I don't feel so good about myself when . . . ."
	1.1.2 Draw and decorate a kite. On each piece of the tail, write a fact about her/himself. When completed, display the kite.
	1.1.3 Draw a picture and complete this sentence: "I am good at . . . ." Describe drawings to the class (Life Skills for Health, K-3).
1.2 Discuss situations that cause a variety of behaviors.	1.2.1 Describe how s/he would react to: a. being yelled at b. being left out of a game c. winning a game
	1.2.2 Brainstorm difficulties at school, e.g., completing homework. Discuss other people's reactions to the behavior. Role play.

GUIDANCE

Grade Level: 2 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Recognize the diverse world of work.	2.1.1 Name ten community helpers and the way in which their jobs affect our lives.
	2.1.2 Choose a job but do not tell classmates. Have her/his classmates ask "yes or no" questions to try and guess the job, e.g., "Do you work outside?" "Do you wear a uniform?"
	2.1.3 Write a creative story titled "When I Grown Up."
2.2 Describe ways that basic skills are used at home and at work.	2.2.1 Relate school subjects to some jobs the class knows about.
	2.2.2 Brainstorm and list ways s/he uses school subjects/skills at home.
2.3 Understand how s/he relies on basic skills to satisfy needs.	2.3.1 Take an interest inventory and discuss how skills s/he is learning are related to her/his interests.
	2.3.2 Describe how s/he would/could communicate her/his needs to someone else <u>without</u> talking.

GUIDANCE

Grade Level: 2 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives		Measures	
3.1	Demonstrate the ability to share and work co-operatively on group tasks.	3.1.1	Write a story or draw a picture in groups.
		3.1.2	Participate in a group cooperation activity. Once assigned to a group, decide on a group name, and a group secret handshake.
		3.1.3	Trace parts of her/his body to form a "group picture."
3.2	Learn how to develop effective interpersonal relationships.	3.2.1	Pretend that a spacecraft has landed on the playground. Develop a way to let the alien know s/he is friendly.
3.3	Demonstrate the capacity to follow instructions and complete assignments.	3.3.1	List rules for effective studying.
		3.3.2	Complete a personal contract presented by the teacher and return it to the teacher weekly.

GUIDANCE

Grade Level: 2 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives		Measures	
4.1	Demonstrate knowledge of the importance of learning.	4.1.1	Interview parents about specific areas s/he is studying and list all the ways to use these areas of study at home and at work.
4.2	Demonstrate the ability to work independently.	4.2.1	Chart the number of assignments s/he completes with minimum help from teacher.
4.3	Demonstrate the capacity to follow instructions and complete assignments.	4.3.1	Describe rules for effective studying.

Grade 3 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Discuss and share feelings about her/himself.

   1.2 Discuss situations that cause a variety of different behaviors.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Recognize the diverse world of work.

   2.2 Describe ways that basic skills are used at home and at work.

   2.3 Understand how s/he relies on basic skills.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Demonstrate the ability to share and work cooperatively on group tasks.

   3.2 Develop effective interpersonal relationships.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Describe the relationship between effort and learning.

   4.2 Demonstrate the ability to work independently.

   4.3 Demonstrate the capacity to follow instructions and complete assignments.

   4.4 Draw conclusions from a variety of sources and explain the rationale for the conclusions.

GUIDANCE

Grade Level: 3 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Discuss and share feelings about her/himself.	1.1.1 Write a commercial about her/himself and present it to the class. Really try to sell her/himself.
	1.1.2 Make and share a list of feeling words that describe her/himself.
1.2 Discuss situations that cause a variety of different behaviors.	1.2.1 Make a collage of her/himself that represents different behaviors in different situations.

GUIDANCE

Grade Level: 3 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives		Measures	
2.1	Recognize the diverse world of work.	2.1.1	View flashcards (Career Flashcards or teacher-made cards) and relate the symbols on the cards to accompanying jobs, e.g., the front car of a train to a picture of an engineer. Make up her/his own symbols.
		2.1.2	List a job for each letter of the alphabet. Discuss.
2.2	Describe ways that basic skills are used at home and at work.	2.2.1	Help construct a subject-tree bulletin board. Create leaves representing jobs related to each subject.
2.3	Understand how s/he relies on basic skills.	2.3.1	Describe how we rely on language in meeting basic needs.
		2.3.2	Make a collage of basic skills being used in everyday life.

GUIDANCE

Grade Level: 3 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives	Measures
3.1 Demonstrate the ability to share and work co-operatively on group tasks.	3.1.1 Work in a group to complete puzzle squares (Cooperation Squares).
	3.1.2 Plan in a small group all the tasks involved in having a party (directions, entertainment, food, clean-up). Elect a leader to report how her/his group will carry out the planning.
	3.1.3 Help complete a poster on a topic assigned by the teacher.
3.2 Develop effective interpersonal relationships.	3.2.1 Design a newspaper ad for a friend ("Want-ad for a Friend").
	3.2.2 Define communication. Identify good vs. bad communication and the characteristics of each type.

Grade Level: 3 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives		Measures	
4.1	Describe the relationship between effort and learning.	4.1.1	List specific learning tasks, e.g., multiplication tables, and discuss how effort is involved.
4.2	Demonstrate the ability to work independently.	4.2.1	Carry out an assignment with minimum help from the teacher.
		4.2.2	Do research on an assigned topic in the library. Report to the class.
4.3	Demonstrate the capacity to follow instructions and complete assignments.	4.3.1	Abide by class and school rules for completing assignments.
		4.3.2	Complete a series of assignments within a given time period.
4.4	Draw conclusions from a variety of sources and explain the rationale for the conclusions.	4.4.1	Explain how s/he solves verbal riddles for their missing facts, when given pictorial clues that provide the answer.
		4.4.2	Determine three facts that are needed in order to analyze a given situation.

GRADES 4-6

Major Emphases

Major emphases for students in grades 4-6 will be to expand the understanding of self and the effects of individual behaviors and attitudes on others. They will explore individual skills and interests in relation to the world of work as well as the effective use of leisure time. Emphasis will also be placed on the skills necessary for students to interact with each other. Students will be able to demonstrate an awareness that all persons have a need to belong and be accepted. Further emphasis will be placed on the exploration of the concept of lifelong learning. Also, the realities of success and failure as a part of the growing process will be introduced.

Grade 4 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Define and discuss the meaning of self-concept.

   1.2 Describe how understanding differences among people helps one understand her/himself.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Describe workers in terms of the work performed.

   2.2 Evaluate the importance of familiar jobs in the community.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Develop effective interpersonal relationships.

   3.2 Show understanding of self-discipline and responsibility as important characteristics of citizenship.

   3.3 Define her/his own citizenship responsibilities within the family, school, and community.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Distinguish between fact and opinion.

GUIDANCE

Grade Level: 4 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Define and discuss the meaning of self-concept.	
1.2 Describe how understanding differences among people helps one understand her/himself.	1.2.1 Identify how characters feel in TAD stories. Describe feelings and give examples of times when s/he has been in similar situations.

GUIDANCE

Grade Level: 4 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives		Measures	
2.1	Describe workers in terms of the work performed.	2.1.1	Make sequential books describing the steps involved in producing examples of "goods" or providing examples of "services."
		2.1.2	Match a job with specific personality characteristics, e.g., likes outdoors--forest ranger.
		2.1.3	Name five jobs that supply services or goods, e.g., doctor, baker.
2.2	Evaluate the importance of familiar jobs in the community.	2.2.1	Finish the statement--"We need police officers because . . ." and other statements concerning jobs with which students are familiar.

GUIDANCE

Grade Level: 4 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives		Measures	
3.1	Develop effective interpersonal relationships.	3.1.1	Discuss a variety of family structures and list assets of each.
		3.1.2	Design her/his own recipe for friendship, including the ingredients needed for effective interpersonal relationships.
3.2	Show understanding of self-discipline and responsibility as important characteristics of citizenship.	3.2.1	Identify characters from United States or North Carolina history and explain why they were considered responsible citizens.
		3.2.2	List the differences between a reason and an excuse. Brainstorm all the excuses people use at home, school, and in the community. List possible consequences of giving an excuse.
3.3	Define her/his own citizenship responsibilities within the family, school, community.	3.3.1	Define responsibility and give reasons for having laws.
		3.3.2	Verbalize personal duties within the family, school, community.
		3.3.3	Compose a creative story describing the consequences that result when a responsibility or duty is not carried out.

GUIDANCE

Grade Level: 4 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives	Measures
4.1 Distinguish between fact and opinion.	4.1.1 Name three presumed characteristics of an animal, such as a shark or wolf, and compare them against factual information. Recognize one apparent difference between fact and opinion in a family member or acquaintance.
	4.1.2 Discuss three differences between fact and opinion on three commercials.

Grade 5 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Define and discuss the meaning of self-concept.

   1.2 Demonstrate the influencing factors in developing as a unique person.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Evaluate the way that familiar jobs contribute to the needs of society.

   2.2 Compare her/his school interests and skills to familiar jobs.

   2.3 Evaluate the way use of leisure time contributes to the development of job skills.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Demonstrate competencies and skills for interacting with others.

   3.2 Demonstrate an awareness that all persons have the need to belong and be accepted by others.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Describe how success and failure are a normal part of life and learning.

   4.2 Discuss the "meaning" of lifelong learning.

GUIDANCE

Grade Level: 5 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Define and discuss the meaning of self-concept.	
1.2 Demonstrate the influencing factors in developing as a unique person.	1.2.1 Write or verbalize how her/his mother, teacher, or friend would describe her/him.
	1.2.2 Role play how one projects oneself into different situations (e.g., church, concert).
	1.2.3 Draw a circle bearing her/his name in the center of the paper. Draw petals to represent each person who has influences on her/him in some way.

GUIDANCE

Grade Level: 5 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Evaluate the way that familiar jobs contribute to the needs of society.	2.1.1 Rank a list of occupations in order of importance. Discuss reasons for her/his choices.
	2.1.2 Make a list of five jobs necessary to early colonists. Discuss reasons for her/his choices.
	2.1.3 Complete job applications for a space flight, giving reasons s/he qualifies for the job (e.g., flight attendant, flight chief).
2.2 Compare her/his school interests and skills to familiar jobs.	2.2.1 Complete the following statement in various ways: _____ (subject s/he likes) could be used in _____ job.
	2.2.2 Research one of the jobs chosen (above) and report to the class.
2.3 Evaluate the way use of leisure time contributes to the development of job skills.	2.3.1 Identify her/his skills and relate them to hobbies; relate hobbies to future jobs.

GUIDANCE

Grade Level: 5 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives		Measures	
3.1	Demonstrate competencies and skills for interacting with others.	3.1.1	Identify how people might feel in a given situation (Life Skills, grades 4-6, p. 30). Discuss empathy for others.
3.2	Demonstrate an awareness that all persons have the need to belong and be accepted by others.	3.2.1	Define cliques. Respond to statements about being excluded and how this made her/him feel.
		3.2.2	Write a "Dear Abby" letter concerning problems involving getting along with people. Read the letters aloud, anonymously, and with classmates providing answers.

Grade Level: 5 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives		Measures	
4.1	Describe how success and failure are a normal part of life and learning.	4.1.1	Relate failure and success to educational decisions that one has to make.
		4.1.2	Relate something that s/he has not done that s/he thinks others have. Discuss reactions to failure or fear of failure.
4.2	Discuss the "meaning" of lifelong learning.	4.2.1	Define the term "lifelong learning."
		4.2.2	Identify and express her/his opinion on various "values" voting statements, e.g., "How many of you believe that learning will stop when you get out of school?" "How many of you believe that we learn something new every day?"
		4.2.3	Brainstorm examples of the many changes that might occur in a person's lifetime.
		4.2.4	List steps in making a good decision and the consequences involved.
		4.2.5	List three personal decisions one makes in her/his everyday life.

Grade 6 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Discuss how one's behavior influences the feelings and actions of others.

   1.2 Demonstrate skills for improving one's attitude toward self and others.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Understand the importance of planning and preparing for her/his future in the world of work.

   2.2 Discuss the variety and complexity of occupations and jobs.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Demonstrate competencies and skills for interacting with others.

   3.2 Demonstrate an awareness that all persons have the need to belong and to be accepted by others.

   3.3 Demonstrate skill in being responsible for own behavior.

   3.4 Understand the physical maturation processes and responsible decision-making.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Describe how successes and failures are a normal part of life and learning.

   4.2 Describe the factors that influence the need for lifelong learning.

   4.3 Distinguish between fact and opinion.

GUIDANCE

Grade Level: 6 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Discuss how one's behavior influences the feelings and actions of others.	1.1.1 Observe a role play situation that exhibits a specific behavior (between two persons) and then discuss how the particular behavior might have influenced the actions of the players. Continue to describe how a different behavior might elicit a different response.
	1.1.2 Play the "hat-role" game. Make a hat from large pieces of construction paper which signifies a particular role (e.g., sailor, nurse, construction worker). Act out a role while the others analyze the role. Several students can play the same role in different ways, while others verbally list the behaviors of the role being presented. Identify the roles her/his classmates play during the day (e.g., student, friend, leader).
1.2 Demonstrate skills for improving one's attitude toward self and others.	1.2.1 Practice "self-talk" which reinforces good qualities about oneself. Finish such statements as: a. "Things I do well are . . . ." b. "Things I like about myself are . . . ."

Grade Level: 6 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Understand the importance of planning and preparing for her/his future in the world of work.	2.1.1 Fantasize or project her/his adult life and describe this life in a creative writing exercise.
	2.1.2 Complete a "real" job application and list the requirements for the position.
	2.1.3 Brainstorm how work habits are related to school skills e.g., following directions, trying your hardest. Role play to demonstrate examples.
2.2 Discuss the variety and complexity of occupations and jobs.	

GUIDANCE

Grade Level: 6 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives		Measures	
3.1	Demonstrate competencies and skills for interacting with others.	3.1.1	Participate in the activity "Building Walls Between Friends", designing a picture of a wall and writing on each brick those feelings or actions that keep people from getting closer, e.g., jealousy, envy.
3.2	Demonstrate an awareness that all persons have the need to belong and to be accepted by others.	3.2.1	Discuss peer pressure and give examples of its possible effect on one's actions.
3.3	Demonstrate skill in being responsible for own behavior.	3 3.1	Create stories that present behavioral dilemmas, brainstorm solutions, and give reasons.
3.4	Understand the physical maturation processes and responsible decision-making.	3.4.1	After viewing an age-appropriate film, identify body parts and functions; also, consequences of behavior.
		3.4.2	Identify five controlled substances and tell how they affect mental and physical health.
		3.4.3	Make a report on one controlled substance and tell how it affected one person's life.

GUIDANCE

Grade Level: 6 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives		Measures	
4.1	Describe how successes and failures are a normal part of life and learning.	4.1.1	Describe situations in which s/he was particularly successful and how this might influence what s/he might like to do in the future.
		4.1.2	List personal behaviors or actions that occur due to success and failure.
4.2	Describe factors that influence the need for lifelong learning.	4.2.1	Describe changes that have occurred over the past twenty years and discuss how change relates to lifelong learning.
		4.2.2	Define stress and give examples of stressful situations. Discuss different ways that people deal with stressful situations.
4.3	Distinguish between fact and opinion.	4.3.1	Identify four facts and four opinions presented by the writer in an editorial.
		4.3.2	Write her/his own editorial on school rules--first from the perspective of the principal, and then from the perspective of the student. Use five facts to support each point of view.

GRADES 7-8

Major Emphases

The major emphases for students in grades 7-8 will be on their ability to demonstrate positive feelings about themselves and others, to express assertive behaviors, and to understand their personal abilities, interests, and aptitudes. These students will explore the world of work while developing problem-solving and decision-making skills that will assist them in setting realistic educational and vocational goals. Emphasis will be placed on appropriate interaction skills and the demonstration of effective communication skills. Students will exhibit an awareness of others' feelings and opinions while showing confidence in their own belief system. They will understand the changes of adolescence and the skills necessary to cope with them. Emphasis will also be placed on establishing a foundation for the lifelong process of change and on understanding the need for lifelong planning.

Grade 7 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Realize the importance of building self-confidence.
   1.2 Give and receive positive comments.
   1.3 Identify a way that s/he is unique, and give positive statements about that uniqueness.
   1.4 Respond to criticism without being devastated.
   1.5 Demonstrate assertive behavior (i.e., how to say "no" to peers).
   1.6 Recognize that planning and organization contribute to success.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Demonstrate a knowledge of the world of work.
   2.2 Demonstrate skills in making educational decisions and choosing alternatives in planning for life goals.
   2.3 Demonstrate the decision-making processes.
   2.4 Be aware of the many decisions s/he makes daily.
   2.5 Be aware that all decisions are not clear-cut (right/wrong, good/bad).

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Demonstrate a knowledge of verbal and nonverbal communication (positive and negative).
   3.2 Demonstrate an awareness of alternative points of view.
   3.3 Discuss/identify the kinds of activities/events that cause stress and conflict.
   3.4 Demonstrate being responsible in a group.
   3.5 Identify alternatives when peer pressures are in conflict with her/his own value system.
   3.6 Develop appropriate same gender and opposite gender friendships.
   3.7 Demonstrate an awareness of interdependence.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Recognize that a changing world demands lifelong learning and planning.
   4.2 Demonstrate an understanding of the importance of utilizing leisure time for fulfilling needs and aspirations.
   4.3 Recognize that physiological changes are a natural part of adolescence.
   4.4 Recognize the importance of emotional growth and how emotions affect behavior.
   4.5 Deal with some disturbing feelings that have been bothering her/him.

GUIDANCE

Grade Level: 7 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives		Measures
1.1 Realize the importance of building self-confidence.	1.1.1	Name three ways of building her/his own self-confidence; name three ways of building it in friends, parents, brothers/sisters, or significant others.
	1.1.2	Respond to at least three positive comments by participating in a strength bombardment activity: one student sits in the middle of a circle surrounded by other students who give positive comments to that person. The student in the center tells how s/he feels about those comments.
1.2 Give and receive positive comments.	1.2.1	Write a "Happy Gram" to someone which compliments them or gives positive feedback.
	1.2.2	React to five positive comments in a "Hot Seat" (appreciation) activity. Each student has a paper taped on her/his back. Other students write positive comments. At the end of the activity, the student removes the sheet and reads it.
1.3 Identify a way s/he is unique and give positive statements about the uniqueness.	1.3.1	Prepare an advertisement (written or verbal) outlining some positive characteristic about her/himself and tell why they are important.
	1.3.2	Identify "three things I do well; three things people appreciate about me; three things I am responsible for" in the Three-Legged Stool" Activity.
1.4 Respond to criticism without being devastated.		
1.5 Demonstrate assertive behavior (i.e., how to say "no" to peers).		

Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.6 Recognize that planning and organization contribute to success.	1.6.1 Analyze her/his time for one day and then develop a planning calendar, using what s/he has learned.

Grade Level: 7 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Demonstrate a knowledge of the world of work.	2.1.1 Recognize the fifteen occupational clusters and categorize at least ten jobs accordingly.
2.2 Demonstrate skills in making educational decisions and choosing alternatives in planning for life goals.	2.2.1 Make course choices appropriate for an exploratory level at the time of pre-registration.
2.3 Demonstrate decision making processes.	
2.4 Be aware of the many decisions s/he makes daily.	2.4.1 List as many decisions as possible that s/he makes between 7:00 a.m. and 12:00 noon.
2.5 Be aware that all decisions are not clear-cut (e.g., right/wrong, good/bad).	2.5.1 Make at least five choices in a forced-choice activity, having been given a list of alternatives.
	2.5.2 List four risk-taking strategies that have been explained. The four most common risk-taking strategies are: a. wish strategy--The alternative that could lead to the most desirable result, regardless of risk. b. escape strategy--The alternative that is most likely to avoid the worst possible result. c. safe strategy--The alternative that is most likely to bring success and has the highest probability. d. combination strategy--The alternative that has both high probability and high desirability.

GUIDANCE

Grade Level: 7 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives		Measures	
3.1	Demonstrate a knowledge of verbal and non-verbal communication (positive and negative).	3.1.1	Play "Feeling Charades" in which one draws a feeling word from a hat and acts it out until it is guessed by the other students.
3.2	Demonstrate an awareness of alternative points of view.	3.2.1	Role play the parent in a teen/parent confrontation.
		3.2.2	Engage in a debate in which the class is divided evenly into two opposing points of view. Each group brainstorms a list of justifications for their group's stand. Then each side chooses a spokesperson to represent their group in a debate.
3.3	Discuss/identify the kinds of activities/ events that cause stress and conflict.	3.3.1	Discuss the Vietnam War protests, and demonstrations, and talk about their legality, appropriateness, and effectiveness.
3.4	Demonstrate being responsible to a group.	3.4.1	Participate in an organized group activity in which each member has a specified, necessary role.
		3.4.2	Organize a trial in which the jury (the main body of the class) reaches a unanimous verdict.
3.5	Identify alternatives when peer pressures are in conflict with her/his own value system.	3.5.1	List alternative responses to a situation which depicts peer pressure being heavily applied.
3.6	Develop appropriate same gender and opposite gender friendships.	3.6.1	List at least five same gender friends and five opposite gender friends.

Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives		Measures
3.7 Demonstrate an awareness of interdependence.	3.7.1	Practice the process of cooperative decision-making. Pretend that s/he is now living on another planet which is uninhabited. Choose whatever s/he would like to be as long as all who have preceded her/him endorse the selection. The beginning of the sentence of the exercise is "On another planet I'd be . . ." (It may be wise to pick numbers from a hat to indicate sequence of response.) Understand the need for cooperation and the interdependence resulting from living in a society.

GUIDANCE

Grade Level: 7 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The student will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives		Measures	
4.1	Recognize that a changing world demands lifelong learning and planning.	4.1.1	Identify one personal goal; then identify all the helping forces and hindering forces related to this goal. Next identify ways to make the helping forces stronger and the hindering forces weaker or ways to add helping forces and eliminate hindering forces.
4.2	Demonstrate an understanding of the importance of utilizing leisure time for fulfilling needs and aspirations.	4.2.1	Identify five of her/his leisure time activities and name two others which s/he would like to develop. Discuss how some of these might relate to life goals and aspirations.
4.3	Recognize that physiological changes are a natural part of adolescence.	4.3.1	List at least three physical changes that occur during adolescence.
4.4	Recognize the importance of emotional growth and how emotions affect behavior.	4.4.1	Make a list of what makes her/him feel good; what s/he does/says, what others do/say, what makes her/him feel uncomfortable.
4.5	Deal with some feelings that have been bothering her/him.	4.5.1	Keep an emotion-clock log (time/feeling/reason). Do this four times a day for two to three days.

Grade 8 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Analyze her/his interests, abilities, and aptitudes as components of personal uniqueness.
   1.2 Identify three careers which relate to her/his interests, abilities, and/or aptitudes.
   1.3 Demonstrate the ability to deal appropriately with emotions.
   1.4 Demonstrate a knowledge of constructive methods of coping with stress.
   1.5 Demonstrate ways of practicing self-discipline and to explain why self-discipline is valuable.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Make course selections that are appropriate for life goals and interests.
   2.2 Demonstrate skills for locating, evaluating, and interpreting information about vocational and career opportunities.
   2.3 Accept responsibility for making decisions and face the consequences.
   2.4 Become aware of strengths and weaknesses, both academic and nonacademic.
   2.5 Demonstrate the ability to state goals for the near future.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Demonstrate an awareness of life styles.
   3.2 Recognize the value of affirming the positive qualities of other people.
   3.3 Demonstrate an awareness of the negative aspects of cliques.
   3.4 Become more aware of social issues.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Become realistic about the consequences of her/his actions.
   4.2 Recognize that misfortunes occur and that misfortunes require coping skills.
   4.3 Demonstrate awareness of natural biological changes and how they affect her/his emotional and physical growth.
   4.4 Distinguish between fact and opinion.

GUIDANCE

Grade Level: 8 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Analyze her/his interests, abilities, and aptitudes as components of personal uniqueness.	1.1.1 Recognize her/his own interests and abilities by completing an activity in which s/he lists at least five interests, five things s/he does well, and five things s/he does not do well.
	1.1.2 Complete an interest inventory and have the results interpreted to her/him.
	1.1.3 Complete an aptitude test and have the results interpreted to her/him.
1.2 Identify three careers which relate to her/his interests, abilities, and/or aptitudes.	1.2.1 Research two careers of her/his choice, using the results of a career interest inventory. Use the Occupational Outlook Handbook or other available career information materials.
	1.2.2 Research two careers relevant to her/his aptitude, using the results of an aptitude test.
1.3 Demonstrate the ability to deal appropriately with emotions.	1.3.1 Demonstrate the ability to deal appropriately with emotions by participating in a role playing activity which has an emotional connotation.
	1.3.2 Brainstorm various ways of dealing with a specific situation which is highly charged emotionally.

Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.4 Demonstrate a knowledge of constructive methods of coping with stress.	1.4.1 Complete an unfinished story that outlines a conflict situation.
	1.4.2 List at least five areas of family conflict. Divide into "buzz" groups with each group being assigned one of the conflicts named in the first part of the exercise. In the group, discuss the situation assigned and prepare resolutions for it. Upon returning to the larger group, discuss all the situations and methods of resolution.
1.5 Demonstrate ways of practicing self-discipline and explain why self-discipline is valuable.	1.5.1 List evidences of her/his own self-discipline and why they are valuable.

GUIDANCE

Grade Level: 8 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives		Measures	
2.1	Make course selections that are appropriate for life goals and interests.	2.1.1	Register for 9th grade courses and make course selections consistent with educational and career goals.
2.2	Demonstrate skills for locating, evaluating, and interpreting information about vocational and career opportunities.	2.2.1	Use the Occupational Outlook Handbook and other available reference materials to research potential careers.
		2.2.2	Demonstrate where to locate the guidance office and how to use the educational and career information located there.
		2.2.3	Identify job characteristics and qualifications which are consistent with her/his own aptitudes, abilities, and interests.
2.3	Accept responsibility for making decisions and face the consequences.	2.3.1	Listen to and complete an open-ended story which leaves her/him with a dilemma (Note--the story should be one which has an obvious action-consequence sequence).
2.4	Become aware of strengths and weaknesses, both academic and nonacademic.	2.4.1	Become aware of strengths and weaknesses by completing the "Pie of Life" activity--percentages showing strengths and weaknesses.
2.5	Demonstrate the ability to state goals for the near future.	2.5.1	State goals and possible obstacles by using a golf course diagram. Write goals on the holes and obstacles on sandtraps, water traps, and trees. Discuss ways of avoiding the obstacles.

GUIDANCE

Grade Level: 8 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives		Measures	
3.1	Demonstrate an awareness of life styles.	3.1.1	Identify several "sub-cultures" among teens (e.g., punk rockers).
3.2	Recognize the value of affirming the positive qualities of other people.	3.2.1	View the film, "Cipher in the Snow" and discuss how the central character feels about himself and why.
3.3	Demonstrate an awareness of the negative aspects of cliques.	3.3.1	Observe as the teacher structures several cliques. Attempt to change cliques (break in/break out) in the face of verbal and (mild) physical resistance. Discuss the feelings of students who were excluded from the cliques and why it may be bad to have such tightly knit groups.
3.4	Become more aware of social issues.	3.4.1	Participate in the "Take a Stand Activity". A social topic is offered. Anyone wanting to make a statement on the topic stands. Wait for the speaker to finish before speaking.

GUIDANCE

Grade Level: 8 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives		Measures	
4.1	Become realistic about the consequences of her/his actions.	4.1.1	List alternatives to consequences after viewing a list of critical incidents which resulted from some decision or act. Discuss how things might have been different, e.g., a drunk driver kills a student walking home from school.
4.2	Recognize that misfortunes occur and that misfortunes require coping skills.	4.2.1	Identify one stressful situation, e.g., being caught cheating on a test, telling a friend her/his pet was just killed, and write it on a blank card. Role play and discuss possible ways of coping with the situations.
4.3	Demonstrate awareness of natural biological changes and how they affect her/his emotional and physical growth.	4.3.1	Discuss some of the natural biological changes of puberty and the emotional changes that accompany them.
4.4	Distinguish between fact and opinion.	4.4.1	Identify five stereotypes and their origins (e.g., nationalities, countries, racial groups, age groups) and list five ways these may affect her/his attitude/behavior toward them.

GRADES 9-12

Major Emphases

The major emphases for students in grades 9-12 will stress the need for awareness that one's strengths and weaknesses are essential to future success. Students should be able to identify and utilize their strengths as well as deal with their weaknesses. The educational and career decisions expected of these students will require them to demonstrate an understanding and mastery of life-planning skills that reflect their needs, interests, and abilities. Emphasis will be placed on the way students perceive their present and potential roles as contributing members of society. In this societal setting, students will learn the skills necessary for living and working in harmony with others. Attention will also be focused on the students' ability to develop and apply a personal philosophy of life that encompasses the need for adaptability and flexibility.

Grade 9 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Verbalize personal traits/behaviors that s/he likes about self.
   1.2 Describe a situation that had a positive effect on her/him.
   1.3 Identify sources of positive feelings about self.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Demonstrate decision-making skills.
   2.2 Be aware that life planning requires many choices.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Discuss/assess responsibility for individual actions.
   3.2 Recognize the significant contributions others have made to society.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Focus on possible changes that occur during a given time span.
   4.2 Examine personal attitudes, beliefs, and values when those attitudes, beliefs, and values may be in conflict with others.
   4.3 Compare personal characteristics to those favorable for success in the work force.
   4.4 Apply inductive and deductive reasoning.
   4.5 Draw reasonable conclusions from information found in various sources--whether written or spoken, tabular or graphic--and defend those conclusions rationally.

GUIDANCE

Grade Level: 9 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Verbalize personal traits/behaviors that s/he likes about self.	1.1.1 List ten personality characteristics s/he likes in others. Ask classmates to name one on the list which s/he possesses and tell why.
	1.1.2 Name two personality traits s/he does not possess but would like to. Brainstorm ways to achieve these traits.
	1.1.3 Make two positive statements about her/himself based on comments s/he has received from others in the group following a "Strength Bombardment" activity.
1.2 Describe a situation that had a positive effect on her/him.	1.2.1 Complete the statement: "One of the nicest things that ever happened to me . . . ."
	1.2.2 Name two behaviors which have given her/himself pride. Explain the difference between bragging and being proud of an accomplishment.
1.3 Identify sources of positive feelings about self.	1.3.1 Complete the statement: "Someone who makes me feel good is . . . ." With classmates discuss the reason for her/his choice as the source of positive feelings about her/him.
	1.3.2 Brainstorm a list of least five sources of positive feelings about her/himself (e.g., high test scores, secure home environment, job promotions).

GUIDANCE

Grade Level: 9 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Demonstrate decision-making skills.	2.1.1 Explain the process of making decisions by identifying one important decision and applying a decision-making model to that situation.
	2.1.2 React to "forced-choice" situations as a group. In 25 words or less, react to the activity by sharing her/his perception of the influence the others in the group had on the decision s/he made.
2.2 Be aware that life planning requires many choices.	2.2.1 Complete an interest inventory and identify three interests which might be capitalized upon in a job.
	2.2.2 Prepare a report on one potential career, including information on training/preparation, nature of work, earning, and job outlook.
	2.2.3 Complete a four year high school plan.
	2.2.4 Complete the statement, "Someone else thinks I should be a _____ because . . . ."
	2.2.5 Identify at least four choices involved in life planning after experiencing a guided "Career Fantasy."

GUIDANCE

Grade Level: 9 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives	Measures
3.1 Discuss/assess responsibility for individual actions.	3.1.1 List five frequently used "excuses" and give a situation for each in which the excuse would be justifiable and a situation for which the excuse would not be justifiable.
	3.1.2 Answer the following questions after listening to a brief narrative which involves the issue of responsibility: a. Who is responsible to whom? b. What should the individuals do in order to behave responsibly?
	3.1.3 Write a constitution for a perfect society.
3.2 Recognize the significant contributions others have made to society.	3.2.1 Complete the sentence, "This (my) world is a better place because of the contributions of . . . ." with reasons for this choice.
	3.2.2 List ten people that s/he feels have made the most significant contributions to society.

GUIDANCE

Grade Level: 9 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives		Measures
4.1 Focus on possible changes that occur during a given time span.	4.1.1	Complete a form on which s/he projects: a. things s/he wants to do b. things s/he wants to have c. things s/he wants to be five years from now and ten years from now.
	4.1.2	Identify a goal of her/his choice and list five steps in "Getting From Here to There."
4.2 Examine personal attitudes, beliefs, and values when those attitudes, beliefs, and values may be in conflict with others.	4.2.1	Identify three possible conflicts which could result from a difference in attitudes, values, or beliefs and role play situations illustrating these conficts.
	4.2.2	Identify at least one way each conflict portrayed in the role playing situations could be resolved.
4.3 Compare personal characteristics to those favorable for success in the work force.	4.3.1	List at least eight characteristics of a good employee and indicate which of those characteristics s/he possesses personally.
	4.3.2	Write a letter of application highlighting four characteristics s/he possesses which would be valuable in the job which is being sought.
4.4 Apply inductive and deductive reasoning.	4.4.1	Define "inductive" and "deductive" reasoning.
	4.4.2	Give examples of inductive and deductive arguments after studying examples provided by the teacher/counselor.

Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives	Measures
4.5 Draw reasonable conclusions from information found in various sources, whether written or spoken--tabular or graphic--and defend those conclusions rationally.	4.5.1 Make three recommendations based on the conclusion you have drawn from studying a current adolescent social issue (i.e., suicide, pregnancy, drugs, effect of work on grades) using four sources of information.

Grade 10 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Describe her/himself in positive terms.
   1.2 Focus on and analyze personal weaknesses and develop plans to improve her/himself.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Focus on the kinds of decisions that will need to be made in the near future.
   2.2 Discuss and assess needs, interests, abilities, and opportunities as applied to career choice.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Understand the value of positive interaction in promoting relationships.
   3.2 Understand why living in a society creates the need for interdependence and cooperation.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Appreciate the complexity of society.
   4.2 Understand that the learning process extends beyond the school environment.
   4.3 Recognize inductive and deductive reasoning techniques as applied to practical, personal, and school problems.

GUIDANCE

Grade Level: 10 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a u. ique and worthy person.

Objectives	Measures
1.1 Describe her/himself in positive terms.	1.1.1 Present a "Commercial about Self" to the class emphasizing the personal quality that s/he feels would be the most salable.
	1.1.2 Receive a "Happy Gram" from teacher/counselor and learn at least one positive description of her/himself.
	1.1.3 Make positive statements about her/himself, completing statements such as "One thing that I really like about myself is . . . ." or "Something I do that really makes me proud is . . . ."
1.2 Focus on and analyze personal weaknesses and develop plans to improve her/himself.	1.2.1 Complete the activity sheet "What I'd Like to Learn to Do or Be Able to Do Better."
	1.2.2 Evaluate her/his weaknesses and write a self-contract to improve them; classmates can help monitor her/his progress in completing the contract.

Grade Level: 10 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Focus on the kinds of decisions that will need to be made in the near future.	2.1.1 Discuss and prepare a list of all the major decisions one may need to make by age 25, including social, career, and personal decisions.
	2.1.2 Share in a group her/his response to: "When I'm 25, I want to be living in . . . ." and "When I am 25, I hope I will be working as a . . . ." Expand the discussion with teachers/counselors to include social/family situations.
2.2 Discuss/assess needs, interests, abilities, and opportunities as applied to career choice.	2.2.1 Complete a Strong-Campbell Inventory or Career Assessment Inventory and receive a computer printout of her/his results.
	2.2.2 Complete a "Skills Checklist" (e.g., 7-10 Job Seeking Skills Division of Vocational Education, N. C. Department of Public Instruction).
	2.2.3 Discuss human needs, both physical and emotional, and make a list of ten needs that s/he has.

Grade Level: 10 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives	Measures
3.1 Understand the value of positive interaction in promoting relationships.	3.1.1 View the movie "Cipher in the Snow" and list possible results of continual negative feedback from others.
	3.1.2 Share positive statements or compliments with people with whom s/he comes in contact and notice their reactions; share how these compliments affect relationships in class discussion.
3.2 Understand why living in a society creates the need for inter-dependence and co-operation.	3.2.1 Complete a sentence that begins "On another planet I'd be . . . ." S/he may become whatever s/he wishes as long as those who precede her/him endorse her/his selection, her/his existence does not endanger them, and s/he fits into the environment selected.
	3.2.2 Participate in an activity focusing on the need for cooperation (e.g., cooperation squares) and discuss afterwards the importance of cooperation.

Grade Level: 10 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives	Measures
4.1 Appreciate the complexity of society.	4.1.1 List five futuristic concepts s/he has seen in a book, magazine, newspaper, or television program.
	4.1.2 Brainstorm about possible trends in education, technology, and careers, and prepare a list of these trends.
4.2 Understand that the learning process extends beyond the school environment.	4.2.1 List alternatives available to someone who has faced such crises as: a. Her/his job becomes obsolete. b. S/he divorces at age 35 and faces life alone. c. S/he is a mother/father facing the "empty nest" syndrome at fifty.
	4.2.2 Make a list of leisure activities in which s/he might like to participate as an adult. Questions for discussion might include: What are my opportunities to participate in this activity? What will I need to learn? Where?
4.3 Recognize inductive and deductive reasoning techniques as applied to practical, personal, and school problems.	4.3.1 Present with a partner both inductive and deductive approaches to a current local problem (e.g. housing shortage, unemployment, underemployment, or child care) and compare their conclusions.

Grade 11 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Relate her/his personal characteristics/attributes to those characteristics/attributes favorable for success.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Utilize skills needed for effective living after high school.
   2.2 Develop with confidence plans for managing her/his life after high school.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Realize that other people may perceive things differently than s/he does.
   3.2 Understand what group dynamics and relationships mean in a work setting.
   3.3 Recognize the ways in which all occupations contribute to society through the production of goods or the providing of services.
   3.4 Examine personal values and work ethics in terms of job success.
   3.5 Identify various leadership styles and evaluate their effectiveness.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Accept and understand the concept that her/his personal and career development are continuously influenced by her/his failures, successes, and life experiences.
   4.2 Demonstrate an awareness that certain personal attributes are subject to change through maturation or experience.

GUIDANCE

Grade Level: 11 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives		Measures	
1.1	Relate her/his personal characteristics/ attributes to those characteristics/ attributes favorable for success.	1.1.1	List her/his "employee personality preferences" by completing the following statement: "I would probably hire/retain/promote a person who is . . . ."
		1.1.2	Make self-statements in which s/he compares her/himself with a personality profile of a successful worker.

GUIDANCE

Grade Level: 11 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Utilize skills needed for effective living after high school.	2.1.1 Identify at least five job sources in her/his community.
	2.1.2 Research a job to determine the following: a. general employment outlook b. education/training requirements c. wage, salary, fringe benefits d. work environment e. opportunity for advancement f. entry procedures
	2.1.3 Complete a letter of application and a job resume.
	2.1.4 Summarize points made by a resource speaker who has discussed job acquisition, retention, and promotion.
2.2 Develop with confidence plans for managing her/his life after high school.	2.2.1 Complete job applications.
	2.2.2 Participate in mock interviews with other students and/or community employers.
	2.2.3 Seek appropriate college admissions information using reference materials.

GUIDANCE

Grade Level: 11 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives	Measures
3.1 Realize that other people may perceive things differently than s/he does.	3.1.1 Role play case studies which focus on employer/employee relations.
	3.1.2 Point out productive and nonproductive employer/employee behavior after viewing the filmstrips from SVE's Job Survival Skills Kit: a. "You and Your Co-workers" b. "You and Your Supervisor"
	3.1.3 After viewing the film "Eye of the Beholder," cite examples of misconceptions.
3.2 Understand what group dynamics and relationships mean in a work setting.	3.2.1 Cite six employer/employee expectations which most often appear to be important.
	3.2.2 Complete an assigned work task in small group settings while focusing on leadership roles and measure of cooperation.
	3.2.3 Complete the following statements and respond to the completion of her/his classmates: a. "Someone I wouldn't want to work for is . . . ." b. "Someone I wouldn't want to work with is . . . ."
3.3 Recognize the ways in which all occupations contribute to society through the production of goods or the providing of services.	3.3.1 Name her/his "Top Job" and "Bottom Job" as references in VEG Activity (Studier for Urban Man, Inc.)
	3.3.2 Specify one occupation in each area and indicate the importance of that occupation to society.

Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Competency Indicators	Competency Measures
3.4 Examine personal values and work ethics in terms of job success.	3.4.1 Use a checklist to identify positive and negative work habits which impact on job success.
	3.4.2 Role play case studies in which poor work habits become the subject of follow-up discussion.
3.5 Identify various leadership styles and evaluate their effectiveness.	3.5.1 Call attention to opinions by completing the following statements: a. "I would not want to work for someone who . . . ." b. "As a leader, I would not be someone who . . . ."

Grade Level: 11 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives	Measures
4.1 Accept and understand the concept that her/his personal and career development are continuously influenced by her/his failures, successes, and life experiences.	4.1.1 Cite personal or career changes influenced by specific successes or failures illustrated in Profiles in Courage by J. F. Kennedy.
	4.1.2 Write self-disclosure statements using the following topics from the senior high Innerchange Kit: a. "A Time I Won and Loved It" b. "A Time I Won, but Felt Bad About It" c. "A Time I Lost and Took It Hard" d. "A Time I Lost and Felt OK About It" e. "A Time I Competed With Myself"
4.2 Demonstrate an awareness that certain personal attributes are subject to change through maturation or experience.	4.2.1 Identify from a given list personal characteristics most likely to improve as the result of more practice or greater experience.
	4.2.2 Write a narrative on the life experience of a specific athlete, indicating the stages of that individual's life when s/he experienced different degrees of athletic prowess.

Grade 12 Outline

1. The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:

   1.1 Substitute a new positive thought for an old negative thought that has been blocking her/his progress.

2. The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:

   2.1 Demonstrate life-planning skills which reflect the existence and appreciation of individual differences.
   2.2 Make appropriate plans for her/himself which are consistent with her/his correct interpretation of data.
   2.3 Understand and utilize a performance appraisal to assess personal potential for employment, advancement, retention, and pay raises.

3. The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:

   3.1 Understand the chain of command and grievance procedures in a work setting.
   3.2 Recognize the importance of planning leisure time in direct response to individual needs, interests, and abilities.
   3.3 Recognize the correlation between modified job activity and the need for planned leisure time.

4. The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:

   4.1 Recognize that her/his working life will extend into the future.
   4.2 Recognize possible changes which may take place in the job market and society during the span of her/his years of employment.
   4.3 Recognize the correlation between occupational stress and emotional well-being.
   4.4 Demonstrate an understanding that quality leisure time is more than just the absence of work.
   4.5 Examine nontraditional job opportunities, changing lifestyle patterns, and societal commitment to equity in employment.
   4.6 Analyze the traditional and emerging career patterns for men, women, minorities, and the handicapped.
   4.7 Clarify personal perceptions about gender roles.
   4.8 Be aware that there are constructive ways to handle discouragement, loss, and failure.
   4.9 Be aware of emotionally healthful habits which could be substituted for human substance dependency.
   4.10 Develop/clarify her/his philosophy of life.
   4.11 Analyze procedures for changing employment.

GUIDANCE

Grade Level: 12 Skills/Subject Area: Guidance

COMPETENCY GOAL 1: The learner will demonstrate a positive attitude toward self as a unique and worthy person.

Objectives	Measures
1.1 Substitute a new positive thought for an old negative thought that has been blocking her/his progress.	1.1.1 See and dramatize the four-step process of positive change by viewing the film "Self-Control: Learning to C.A.R.E. for Yourself."
	1.1.2 Discuss the following steps for change: C-ommitment--Make specific arrangements to change. A-ssessment--When, where, and how you engaged in the desired activity previously? R-earrange the environment--Use cues, practice, help, and reward for gradual improvement. E-valuate consequences--Compare progress with goal. Follow by listing things about her/his life that s/he would like to change as a result of discussion.
	1.1.3 Complete the following statement: "I wish I could . . . ." Follow with a discussion of changes people often wish they could make and the influence this "wishful thinking" has on self-concept.
	1.1.4 List three negative thoughts s/he frequently has about her/himself and three positive statements that could be substituted for the negative.

Grade Level: 12 Skills/Subject Area: Guidance

COMPETENCY GOAL 2: The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities.

Objectives	Measures
2.1 Demonstrate life-planning skills which reflect the existence and appreciation of individual differences.	2.1.1 Brainstorm about individual differences and their effect on potential employment and make a list of these effects.
2.2 Make appropriate plans for her/himself which are consistent with her/his correct interpretation of data.	2.2.1 Answer questions that demonstrate understanding of a letter of recommendation.
	2.2.2 Answer questions that demonstrate an understanding of a work performance evaluation.
	2.2.3 Identify the probable source of the resulting actions, given a description of an employee's actions on the job and excerpts from the supervisor's evaluation.
	2.2.4 Make appropriate post-secondary plans based on descriptive data from her/his test results.
2.3 Understand and utilize a performance appraisal to assess personal potential for employment, advancement, retention, and pay raises.	2.3.1 Complete an evaluation of an employee using data provided in a case study and a copy of Performance Evaluation Review instrument (Succeeding in the World of Work, McKnight Publishing).
	2.3.2 Analyze the influence performance appraisal may have on job success and make appropriate conclusions with regard to self.

Grade Level: 12 Skills/Subject Area: Guidance

COMPETENCY GOAL 3: The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society.

Objectives	Measures
3.1 Understand the chain of command and grievance procedures in the work setting.	3.1.1 Determine in groups, job functions and staff positions needed for a hypothetical organization.
	3.1.2 Chart the chain of command in a company for which s/he may work.
	3.1.3 List correlations between a school's policy on "Students' Rights and Responsibilities" and "Employer/Employee Rights and Responsibilities" using a checklist of expected behaviors for each.
3.2 Recognize the importance of planning leisure time in direct response to individual needs, interests, and abilities.	3.2.1 Complete the following statement: "I need time out for . . . ."
	3.2.2 Define leisure time using work-related and school involvement settings.
	3.2.3 Keep a daily/weekly log on "How I Spend My Free Time" and report activities to the class in group discussion.
3.3 Recognize the correlation between modified job activity and the need for planned leisure time.	3.3.1 Define and list implications of the following terms: a. work day/week b. vacation/leave time c. seasonal employment d. flex time e. overtime f. split shift g. compensatory time

Grade Level: 12 Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing.

Objectives	Measures
4.1 Be aware that her/his working life will extend into the future.	4.1.1 Calculate the year s/he will enter the job market depending upon projected post-high school education.
	4.1.2 Estimate the number of years s/he expects to be in the active job market.
	4.1.3 Identify her/his "occupational years" as the span of her/his year of entry in the job market to the year of retirement.
4.2 Recognize possible changes which may take place in the job market and society during the span of her/his years of employment.	4.2.1 List possible economic and social changes in the "occupational years" which may take place by asking the following questions: a. What are some occupations which may no longer exist or may become rare? b. What changes cause this? c. What social changes might take place during the occupational years and beyond? d. How might these changes alter presently existing occupations? e. How do these possible changes influence her/his career choice?
	4.2.2 Write a description of a futuristic job.
4.3 Recognize the correlation between occupational stress and emotional well-being.	4.3.1 Interview individuals in the mental health profession whose full time or part time clientele are individuals who experience work related stress or conflict and report on the interviews to the class.
	4.3.2 Define the terms: uptight, burnout, workaholic.

Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing,and changing.

Objectives		Measures	
4.4	Demonstrate an understanding that quality leisure time is more than just the absence of work.	4.4.1	Define "doing nothing" and "doing something for fun."
		4.4.2	List fun things to do alone and fun things to do with others.
4.5	Examine nontraditional job opportunities, changing life style patterns, and societal commitment to equity in employment.	4.5.1	Take an inventory designed to determine an awareness of equity issues.
		4.5.2	Answer the following questions: "Are there any jobs that can only be done by a man? Only by a woman?" "Should a husband be allowed to take off two years to raise his infant child if his wife has a good job?" "Is this the manly thing to do?" "Should a wife work outside the home if a husband is unable to make enough money to support his family?"
4.6	Analyze the traditional and emerging career patterns for men, women, minorities, and the handicapped.	4.6.1	Secure and study data from the U.S. Department of Labor which identifies current and projected trends in the work force. Draw inferences and make conclusions according to students' career goals.
		4.6.2	Identify changing work patterns which may have an effect on interpersonal relationships.
		4.6.3	List and define "new" words and terms in vocabulary which indicate changes in life styles and/or labor force (e.g., house-husband, career woman, disabled workers).
		4.6.4	Analyze current and former attitudes/life styles suggested in "The Myth and the Reality" published by the U.S. Department of Labor and discuss inferences and draw conclusions.

Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing,and changing.

Objectives	Measures
4.7 Clarify personal perceptions about gender roles.	4.7.1 Brainstorm for five minutes completions to the following statements: a. "Because I am a male I must . . . ." b. "Because I am a female I must . . . ." Record responses on a large newsprint.
	4.7.2 Brainstorm for five minutes completions to the following statements: a. "If I were a female I could . . . ." b. "If I were a male I could . . . ." Record results on newsprint.
	4.7.3 Write a sentence or two starting "I realized . . . ." or "I discovered . . . ."
	4.7.4 Write a short paragraph titled "I am a Man" or "I am a Woman."
	4.7.5 Hear and write brief responses to the recordings of: a. "I Am Woman" by Helen Reddy b. "It's All Right to Cry" by Roosevelt Grier
4.8 Be aware that there are constructive ways to handle discouragement, loss, and failure.	4.8.1 Cite examples of how others have dealt with adversity and write brief descriptions of her/his own experiences with adversity and how s/he coped.
	4.8.2 Demonstrate positive ways for "dealing with the blues" by completing the statement: "When I want to get over a bad experience I usually . . . ."

Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing,and changing.

Objectives	Measures
4.9 Be aware of emotionally healthful habits which could be substituted for human substance dependency.	4.9.1 Define crutches and cite incidents/ circumstances in which people might use them.
	4.9.2 List reasons persons may use food, alcohol, or drugs as a crutch.
	4.9.3 List alternatives to undesirable crutches.
	4.9.4 Define "good mental health."
4.10 Develop/clarify her/his philosophy of life.	4.10.1 Rank "Ways to Live" statements (Quest: Skills for Living).
	4.10.2 Complete "Ways to Live Philosophy Statement" (Quest) or find a record, poem, or painting which reflects her/his personal viewpoint on the meaning of life.
	4.10.3 Participate in a forced choice activity which reveals a personal philosophy of life.

Skills/Subject Area: Guidance

COMPETENCY GOAL 4: The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing,and changing.

Objectives	Measures
4.11 Analyze procedures for changing employment.	4.11.1 List five reasons an employee may voluntarily terminate her/his employment.
	4.11.2 Write a letter of resignation.
	4.11.3 List five "do's" and "don'ts" which should apply when voluntarily terminating employment.
	4.11.4 List ten reasons for which employees might be terminated.
	4.11.5 List the proper steps to take in following a grievance procedure if an employee is unjustly fired or is a victim of a reduction in force.
	4.11.6 List five steps which an employee should take when beginning a new job search after being terminated.

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
  (1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
  (2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
  (3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
  (4) "Competency goals" means the ends toward which student learning is directed.
  (5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
  (1) citizenship, including the social studies-economics, history, government, sociology and human relations;
  (2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
  (3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
  (4) healthful living, including personal and community health, physical education, recreation, and safety;
  (5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
  (6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:

(A) four course units in English;

(B) two course units in mathematics;

(C) two course units in social studies; one unit in government and economics, and one unit in United States history;

(D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;

(E) one course unit in physical education and health;

(F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)
20	Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

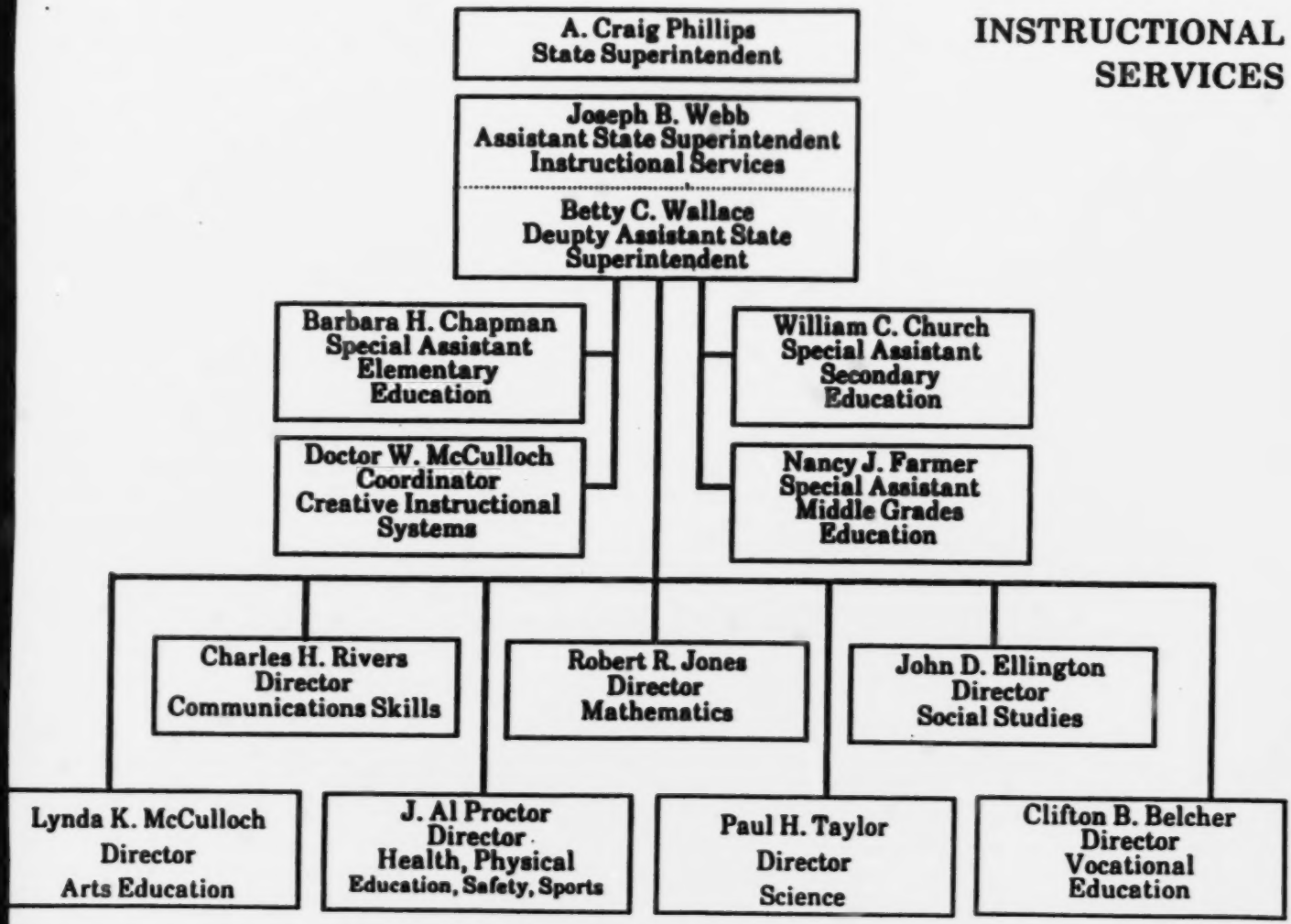
In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

INSTRUCTIONAL SERVICES



APPENDIX H

APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____
(e.g., Mathematics, Social Studies, Science)

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Competency Goal	/ /	Number: _____
Objective	/ /	Number: _____
Measure	/ /	Number: _____

5. SUGGESTION: _____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

6. Name of person submitting suggestion: _____
Place of employment: _____
Employed as: _____
Address: _____

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611